

Using Flower Pounding and Natural Dyeing to Deliver Integrated Creative Learning against Key Stage 2 National Curriculum Targets

What is flower pounding?

Flower pounding is a method of extracting colour from plants to dye textiles or soft papers via contact dyeing. The process involves a level of plant dissection, arrangement of shapes, and hammering the plant material. Cumulatively the process uses all of the senses and is very stimulating and engaging for young minds. Significant Seams brings a pre-mordanted pencil case or tote bag for every child and all materials required. These include rubber mallets, ear defenders (including for adults), masking tape, fabric materials, props and demonstration materials.

How to use it in support of the National Curriculum

Flower Pounding can be used very effectively to support a range of key Stage 2 targets including, but not limited to:

A) In the Science Curriculum

1. Statutory Year 3 Requirements
 1. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
 2. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
 3. Investigate the way in which water is transported within plants
 4. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
2. Statutory Year 4 Requirement
 1. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants.
 2. Through use of classification keys, pupils explore and identify local plants; raising and answering questions based on their observations of plants.
3. Non Statutory Guidance
 1. Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses.
 2. Analyse the advantages and disadvantages of specific adaptations, such as tendrils on climbing plants and brightly coloured, scented flowers.
 3. Observe scientifically through raising questions about plants and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses.

B) In the Art Curriculum

1. In direct support of National Curriculum aims
 - a. Evaluate and analyse creative works using the language of art, craft, & design
 - b. Produce creative work, exploring their ideas and recording their experiences of the activity
2. In accordance with underlying tenets (and from previous National Curriculum guidance)
 - a. Use a range of techniques to create colour, pattern, texture, line, form and shape from nature
 - b. Develop and share their ideas, experiences and imagination.
 - c. Invent and create their own works of art

A suggested order of activities:

15 minutes: A demonstration of flower pounding

15 minutes: A walk to collect material: students can and should be given a scavenger hunt style of items to find that supports current curricular focus

15 minutes: Explanation of pounding, and supervised 'dissection of material' and prep for pounding

3 minutes: Pounding (possibly in rota depending on number of participants)

15 minutes: Observation of plant structure and characteristics that are revealed

Possible additional hour for a second round organised around co-creating a classification key via pounding.